

The Educational Service Center of Cuyahoga County
“Migration in Global Context: History, Narrative, and Project-Based Learning”
Educator Enrichment Grant

1. What do you plan to do?

The Educational Service Center (ESC) of Cuyahoga County, in collaboration with the Department of History at Cleveland State University (CSU), will conduct a professional development series for 20-25 Ohio K-12 educators during the Academic Year 2015-2016 centered on the theme “Migration in Global Context.” The primary activity is a three-day Summer Institute facilitated by CSU humanities scholars and local master teachers, with follow-up activities scheduled during fall and spring 2015-16 to reinforce educators’ humanities content knowledge, historical thinking skills, and to develop curricular applications. A spring 2016 symposium on the migration themes, led by humanities scholars, will provide a forum for K-12 participants to extend learning, collaborations, and outreach to a broader audience.

Summer Institute: August 3-5, 2015, ESC of Cuyahoga County, Independence, OH

Each day of the institute will include three types of sessions:

- 1) scholarly overviews of historical topics by humanities experts;
- 2) resource sessions hosted by humanities scholars; and
- 3) pedagogy methods modeled by master teachers that infuse humanities content and encourage historical thinking within the curriculum.

The institute will also include a guided tour of Cleveland’s Tremont neighborhood led by CSU historians David Goldberg and J. Mark Souther. Drs. Goldberg and Souther will trace the history and changing urban landscape of the Tremont area, one of Cleveland’s oldest neighborhoods hosting an influx of immigrant groups from the mid-19th century onward. The multimedia experience includes a walking tour and accompanying *Cleveland Historical* app tour to demonstrate how processes of migration in Cleveland shaped the city over time.

Follow-up Activities: AY 2015-16, Cleveland Museum of Art, Cleveland State University

The “Migration in Global Context” series will continue to support teacher implementation of project-based learning and historical thinking exercises in their courses throughout the academic year 2015-2016. The ESC and CSU will co-host four follow-up sessions for participants, providing opportunities for enhanced collaboration with CSU humanities and College of Education faculty; with master teachers; with in-service and pre-service teachers in the region; with renowned humanities scholars and with a broad community of humanities advocates.

These follow-up activities (dates TBD) include:

- 1) Fall 2015: Art History and Historical Thinking workshop at the Cleveland Museum of Art and its Teacher Resource Center with master teacher Elizabeth Noren;
- 2) Fall 2015: Book discussion group on Leslie Chang’s book *Factory Girls* facilitated by Drs. Shelley Rose and Wenqing Kang at Cleveland State University;

- 3) Winter 2016: Film screening of *Last Train Home* and panel discussion with Professors Kang and Rose and Confucius Institute scholars at Cleveland State University;
- 4) Spring 2016 Teacher Symposium at CSU where participating K-12 educators will participate in panel discussions and present the materials they developed over the course of the year to the community. Prof. Patrick Manning, University of Pittsburgh, will give a keynote public lecture to conclude the series.

2. How do the humanities inform this project?

Migrations stories represent a wealth of opportunities for K-12 educators and their students to engage with a common theme in diverse geographic and historical contexts. Using migration as an analytical lens, participating teachers will be able to apply historical thinking skills to Social Studies content ranging from local history projects to broad and interdisciplinary analysis of global migration patterns. Importantly, this series considers migration in a global framework, carefully considering local migration processes and connecting them to broader historical themes and world history content.

Summer Teacher Institute—Humanities Focus:

Each day of the Summer Teacher Institute emphasizes and links different aspects of humanities content, research methods, and pedagogical techniques. For example, the first day of the institute begins with the focus question “What is Historical Thinking?” In this session Dr. Rose will present Sam Wineburg’s research from *Historical Thinking and Other Unnatural Acts* and define historical thinking for use in the classroom. The five main components of historical thinking: 1) Multiple Accounts & Perspectives; 2) Analysis of Primary Documents; 3) Sourcing; 4) Understanding Historical Context; and 5) Claim-Evidence Connection provide a critical framework for teachers adapting to Common Core Standards in English Language Arts (ELA) that require students to evaluate non-fiction texts. The next session on resources reinforces the connection between historical thinking and humanities content. Dr. Sotiropoulos and Dr. Shelton, CSU historians, will discuss migration stories through a guided close reading of primary sources from United States History. The final session on our first day consists of a pedagogy demonstration of Project-Based Learning (PBL) by scholars from the CSU College of Education and Human Services providing participants with innovative pedagogical techniques to deliver humanities content and encourage historical thinking in their own classes. Project-Based Learning, for example, that integrates primary sources such as original photographs, documents, artifacts, etc., encourages students to engage in authentic and relevant inquiry, critical thinking, or may lead to new knowledge about long-standing questions.

The second day of the Summer Institute will focus on local history and the focus question “What are the catalysts for migration?” Dr. Goldberg will lead the first session, a scholarly overview of the push and pull effects of migration and how these processes apply to American cities in particular. Dr. Souther will facilitate the second session, “Using Oral History to Teach Migration,” which draws on his extensive background in oral history methods and will introduce teachers to the thousands of local oral histories available for classroom use in the Special Collections of the CSU Library. This local history focus will conclude with a walking tour of the Tremont

neighborhood led by Drs. Goldberg and Souther to reinforce the connection between humanities content with the urban landscape.

The final day of the Summer Institute addresses the focus question “How are migrants received and perceived?” Migration scholar Dr. Eric Limbach (University of Chicago) will provide a scholarly overview of the perception of migrants worldwide, providing specific case studies from historically difficult situations like the reception of East German refugees in Cold War West Berlin. Dr. Limbach’s presentation will be followed by a resources demonstration by master teachers Nathaniel Wolshuck and Emily Marty (to be confirmed), who will present interdisciplinary lesson plans which combine ELA and Social Studies materials in their current teaching at Amherst Steele High School. The final pedagogy session will be facilitated by a team of master teachers from Medina High School- C. Hank, C. Hamman and Shannon Conley-Kurjian. These three teachers will discuss “Project-Based Methods in Practice” to bookend the theoretical pedagogy session from the first day of the institute. The Medina team will demonstrate successful PBL strategies and help participants brainstorm ideas for their own lessons. During Fall and Spring terms 2015-16, participants will develop curricular materials or units that incorporate the history content learned, historical thinking skills, and/or pedagogical techniques, such as Project-based Learning or developing interdisciplinary curricula highlighting humanities-based content.

Follow-Up Programs—Humanities Focus:

Throughout academic year 2015-2016, the “Migration in Global Context” series continues to facilitate discussions around migration, historical thinking, and methods for teaching and learning humanities content. The ESC and CSU will host four follow-up sessions to introduce additional content areas and foster conversations on migration among the institute participants, humanities scholars, and community members. During Fall and Spring in collaboration with master teachers and CSU humanities scholars, institute educators will develop humanities-based curricula and educational materials to benefit teaching and learning for their students.

The first session will draw on the expertise of CSU alumna and Westlake teacher Elizabeth Noren. Ms Noren will introduce teachers to the collections at the Cleveland Museum of Art with a special focus on how this tremendous local resource can be used to teach migration history. Educators will also learn about the Teacher Resource Center’s *Art to Go* and distance learning resources to support classroom teaching and learning about global migration themes.

The second and third follow-up sessions will explore the largest annual human migration of factory workers in China. During Chinese New Year 2016, Dr. Rose will lead a book discussion group of Leslie Chang’s book *Factory Girls* which highlights the everyday experiences of Chinese factory workers. Second, Drs. Rose and Wenqing Kang will screen the documentary *Last Train Home* and lead a panel discussion on this tremendous 21st century migration story.

The final session is a Spring 2016 symposium where institute participants will present lesson plans and new classroom strategies they developed over the year for their fellow educators, the campus community, and the public. The symposium will conclude with a keynote lecture on Migration by renowned historian Prof. Patrick Manning of the University of Pittsburgh.

3. Who are the humanities professionals and what are their roles on the project?

Academic Director: Dr. Shelley Rose, Assistant Professor of History at Cleveland State University, serves as the Academic Director of the project. Rose received her Ph.D. (2010) from Binghamton University, where she was awarded the Distinguished Dissertation Award in Social Sciences. Her research interests include modern German history, gender history, and transnational history. Her recent research on place identity, "Place and Politics at the Frankfurt after 1945" will appear in the *Journal of Urban History* in 2015. Rose received her teaching license in history and secondary education in 2003, and she coordinates the CSU History Department Social Studies major. Dr. Rose regularly teaches European and German History, Introduction to Social Studies, Introduction to Geography, and World History.

Summer Institute Scholars, confirmed, from CSU History Department unless noted

Dr. David Goldberg, Professor of History

Topic: catalysts for migration; co-director of the field tour of the Tremont neighborhood

Research interests: Early 20th Century American History, Immigration and Labor History

Dr. J. Mark Souther, Assoc. Professor of History; Director of the CSU Center for Public History and Digital Humanities

Topic: using oral history to teach about migration; co-director of the field tour of Tremont

Research interests: U.S. Urban History, Tourism, and 20th Century U.S. History

Dr. Karen Sotiropoulos, Assoc. Professor of History and director of graduate studies

Topic: migration stories, close reading and the Common Core

Research interests: African American History, American Cultural, Gender and Feminist History.

Dr. Robert Shelton, Assoc. Professor of History

Topic: migration stories, close reading and the Common Core

Research interests: 19th Century American History, Civil War and Reconstruction, African American History.

Dr. Eric Limbach, adjunct, University of Illinois at Chicago

Topic: how migrants are received and perceived

Research interests: World History, European History, and U.S. History

Symposium Keynote Presenter (invited): Dr. Patrick Manning, Andrew W. Mellon Professor of World History and Director, World History Center, University of Pittsburgh

Humanities Professionals – Master Teacher Team Leaders

Planner and Presenter - Shannon Conley-Kurjian– Social Studies, Medina High School

Presenter – Emily Marty – English, Amherst Steele High School

Presenter Elizabeth Noren – Social Studies, Art History, Westlake High School

Project Director - Nadine Grimm – English, Coordinator of 21st Century Education, ESC of Cuyahoga County; managed OHC Summer Teacher Institute 2012 (OHC-12-004), two Teaching American History grants co-directed by the ESC and CSU History Department, and other grant-funded projects

Evaluator - Jane Bell – World Languages, Cleveland Metropolitan School District (CMSD; retired); an experienced OHC Summer Teacher Institute evaluator

4. How will you publicize the project?

The Educational Service Center (ESC) of Cuyahoga County serves 31 districts and more than 200 public, private, and community schools in Northeast Ohio. It is affiliated with the Ohio Department of Education, and it is the largest ESC in a statewide network, providing more than 600 professional development programs annually to 30,000+ preK-12 and higher education administrators and educators. Services include online registration via a web-based system with publicity through Constant Contact to more than 6,000 educators; online newsletters; print publications including a Catalog of Events, brochures and flyers; and email distribution to educators including superintendents, curriculum directors, department chairs and individual educators and administrators. The ESC collaborates with Ohio Department of Education staff to publicize events via statewide newsletters, such as Ohio Social Study Signals, and through professional associations such as the Ohio Council for Social Studies. Likewise, Cleveland State University's Department of History maintains its own online and print media for publicity. Social media resources at both institutions may contribute to the publicity plan. Dr. Rose, Academic Director, coordinates Social Studies education for CSU's History Department that will contribute to outreach through social media and the "Social Studies@ CSU" blog. The directors and presenters will publicize to educators with whom they interact, with faculty at History Departments and Colleges of Education statewide, with K-12 professional associations in Ohio, and through the OHC.

5. Who is the intended audience?

The primary audience for this professional development series is Ohio K-12 educators. Social Studies, English Language Arts, Library/Media Specialists, or those educators who co-teach or team teach in middle or high schools will find topics particularly relevant, while elementary teachers teaching all core subjects likewise will benefit. With literacy as a prime focus in K-12 education, all participants will benefit from the emphasis on readings of informative texts, historical thinking skills development, and focused inquiry. With CSU and the ESC located in Northeast Ohio, a majority of participants likely will be within driving distance from mid- to northern Ohio; however, as with prior OHC institutes conducted at the ESC, participants from other parts of the Ohio will be offered travel and/or lodging stipend to encourage participation for the Institute and follow-up sessions. Some follow-up programs, such as the book discussion

or film viewing, may include an online option to alleviate extensive travel for some participants. The Spring 2016 Symposium will be opened to other educators, the CSU and other campus communities, pre-service teachers, and the greater Cleveland community to offer opportunities for collaboration and outreach and to extend humanities teaching and learning.

6. What are the goals and outcomes of the project and how will it be evaluated?

Goals for “Migration in Global Context,” a professional development series for educators, are to:

- increase teachers’ humanities content knowledge
- enhance development of historical thinking and inquiry skills
- demonstrate new pedagogical methods that integrate humanities content.

Post-institute outcomes will support classroom teaching and learning through:

- development of humanities-based curricula
- creation of educational materials

Learning will continue as participants engage in follow-up programs that extend collaborations with humanities scholars through book discussion, film viewing, and a symposium to share humanities knowledge with colleagues and a broader community.

Evaluation will be conducted via several methods: a brief daily survey or journal response by participants will be conducted during the Summer Institute and follow-up sessions to inquire about humanities content knowledge acquisition. The academic director, master teacher Shannon Conley-Kurjian, and project director will review participant responses to evaluate achievement of goals and outcomes. Project evaluator Jane Bell is a retired CMSD World Languages educator and field experience supervisor for CSU pre-service teachers. She is a past OHC Summer Institute participant and experienced evaluator for the ESC’s 2012 OHC Summer Institute and follow-up programs. She will observe the Institute and follow-up sessions; interview participants; with the academic director and master teachers, review curricula and educational materials designed by teachers for classroom use; and write a Final Evaluation Report.

7. Who is the sponsoring organization?

The Educational Service Center (ESC) of Cuyahoga County is the sponsoring organization that will submit the proposal to OHC, act as fiscal agent for this project, collaboratively plan and coordinate project Institute and follow-up activities, and provide final reporting to the OHC. Since 1914, the ESC has served and supported districts within Cuyahoga County and Northeast Ohio. The ESC cooperates with the Ohio Department of Education and State of Ohio to deliver cost effective special education services, student programs and cooperative endeavors, to provide high-quality professional development, to support the implementation of federal and state regulations, and to develop strong community partnerships.

With this project, the ESC collaborates with Cleveland State University’s Department of History that will provide academic oversight and humanities content delivery and supervision and review of curricular units and educational materials development. The ESC and CSU both will contribute staff, facilities, and services to the project. The organizations and personnel have collaborated

successfully on two U.S. Department of Education Teaching American History grants and continue their relationship by providing professional development opportunities through workshops and institutes for educators.

With this proposal, the ESC and the CSU Department of History request support from the Ohio Humanities Council to continue their collaborative efforts focused on humanities disciplines and themes through presentation of a Summer Institute and follow-up programs, as well as humanities-focused curricular units and materials for classroom use, centered on the theme of “Migration in Global Context: History, Narrative, and Project-Based Learning” that will benefit the educators and students of Ohio.